



# **Eigo Ganbare Team-Teaching**

## **Level 1 - Guided Lessons**





Eigo Ganbare is an educational platform designed to support English teaching in Japan. It focuses on providing practical tools and resources that help both Japanese Teachers of English (JTEs) and native-speaking teachers work together more effectively. The project emphasizes communication-based learning and aims to make English classes more engaging for students.

The site offers a wide range of materials, including digital activities, lesson modules, and classroom resources that align with Japan's English curriculum. These materials are created to simplify lesson planning, strengthen team-teaching, and give students more opportunities to practice real communication. The platform also highlights approaches that bridge cultural and instructional differences between Japanese and international teaching styles.

Eigo Ganbare was founded by Annette Lee, whose experience in the JET Program shaped the project's mission and design. Her goal is to empower teachers with accessible, student-centered tools that improve English learning outcomes. The site reflects her commitment to supporting educators and enhancing English education across Japan.

Annette Lee





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# Level 1

You are ~.

I am ~.

## Lesson 1-01

### Grammar Point

A: Are you \_\_\_\_\_. Right?  
B: No. I am not \_\_\_\_\_. I am \_\_\_\_\_.  
Chopper!

### Vocabulary

Luffy	Brook
Zoro	Lucci
Nami	Doflamingo
Sanji	
Robin	
Franky	

Prep Time



20 - 30 min

PaperType



B4

Class Time



40 - 50 min

Difficulty



Easy

### Grammar Point

A: I am [color]. I am from [country]. Who am I?  
B: You are [name]. Aren't you?  
A: Yes, I am. That's right!  
(No, I am not. Try again.)

### Vocabulary

blue	Japan
black	USA
yellow	
red	
brown	
white	



## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “You are ~.” and “I am ~”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

Students then pair up and perform the role-play activity, switching roles after each question. Each student must write down their partner’s answers.

=====

After the role-play activity, students participate in a speaking activity. Students are divided into six groups and form a straight line from the front of the classroom to the back.

The first student faces the second student and says, “I am [name].”  
The second student replies, “You are [name].”

The second student then turns to the third student and repeats the process. This pattern continues until the final student, who completes the chain by speaking back to the first student.  
The group that finishes first is the winner.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “I am~. You ~.”

Students are divided into six groups, and each group selects a team leader. The JTE assigns group names from Group A to Group F.

For this Photo Flash game, the ALT begins with Question 1 and selects Fast Mode. In Fast Mode, several images are displayed briefly on the screen. Students work together to memorize the names of the images.

When a group believes they know the correct answer, the team leader raises his or her hand and reports the images to the NET. If the response is correct, the group earns one point.

If no group answers correctly in Fast Mode, the ALT repeats the question using Medium Mode, which displays the images at a slightly slower speed. If necessary, the question is shown again in Slow Mode. The same procedure is followed until Question 3.

Say goodbye to the class and end the lesson.



## You are ~.

A: You are \_\_\_\_\_.  
Right?

B: No. I am not \_\_\_\_\_.  
I am Chopper!



### Role Play!

1.  Luffy	2.  Zoro	3.  Nami
4.  Sanji	5.  Robin	6.  Franky
7.  Brook	8.  Lucci	9.  Doflamingo

## I am ~.









A: I am [color]. I am from  
[country]. Who am I?

A: Yes, I am. That's right!  
(No, I am not. Try again.)

B: You are [name].  
Aren't you?

### Role Play!

1.  blue   Japan	2.  black   USA	3.  yellow   Japan
4.  red   USA	5.  brown   Japan	6.  white   USA

Write your partner's answer.

1	2	3

Activity!  
Make a line for  
each team.



I am ~.

You are ~.  
I am ~.



# Level 1

Are you~?


## Lesson 1-02

**Grammar Point**


A: Are you in a school club?  
B: Yes. I'm in a school club.  
A: Are you a \_\_\_\_\_ club member?  
B: Yes, I am. (No, I'm not.)

**Vocabulary**


soccer  
tennis  
basketball  
track and field  
archery  
brass band

**Prep Time**


20 - 30 min

**PaperType**

B4

**Class Time**

40 - 50 min

**Difficulty**

Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Are you ~?” and “Are you from ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Grammar Point

Are you from ~?

No, I am not.

(Yes, I am.)

### Vocabulary

the U.S.A.

Canada

the U.K.

Australia

China

Korea

Are you from ~?



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

The JTE then instructs the students to choose a country they like and pretend they are from that country. After choosing, the students participate in a whole-class role-play activity. When a student receives a “yes” answer, they sign their name.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Are you ~?”

Students play the Concentration game and are divided into six groups, with up to eight members in each group. In this activity, students try to guess which country is hidden.

#### How to Play the Concentration TV Game

- A set of numbered panels appears on the screen, each hiding part of a picture.
- Teams take turns choosing a number to reveal a panel.
- After each reveal, they try to guess the hidden picture (in this case, a country).
- If the guess is incorrect, the next team chooses another panel to uncover more clues.
- The game continues until a team correctly identifies the hidden country.

Say goodbye to the class and end the lesson.



## Are you ~?

A: Are you in a school club?

B: Yes. I'm in a school club.

A: Are you a \_\_\_\_\_ club member?

B: Yes, I am.  
(No, I'm not.)



### Role Play!

1. soccer	2. tennis	3. basketball
4. kendo	5. track and field	6. archery
7. brass band	8. sadou	9. syodou

Write your partners' answer.

1.	2.	3.	4.	5.	6.	7.	8.	9.

## Are you from ~?



### Activity!

Choose one country.

Interview your classmates.



No, I am not.  
(Yes, I am.)

Are you from ~?



1. the USA



Name \_\_\_\_\_

2. Canada



Name \_\_\_\_\_

3. the UK



Name \_\_\_\_\_

4. Australia



Name \_\_\_\_\_

5. China



Name \_\_\_\_\_

6. Korea



Name \_\_\_\_\_

# Level 1

This is ~.

## Lesson 1-03


### Grammar Point

This is an apple.

### Vocabulary


peach	melon
watermelon	kiwi
orange	pineapple
banana	
strawberry	
pear	

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “This is ~,” and “Is this ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a sample tic-tac-toe board on the projector, and the JTE and NET demonstrate the activity while modeling the target sentence.

Next, students practice reading the vocabulary aloud together with the NET.

Students then work in pairs and play janken (rock, paper, scissors) to decide the order of play. On each turn, a student produces the target sentence correctly and marks a space on the tic-tac-toe grid. Partners take turns until one student completes a line of three marks and wins the game.

Is this ~?

### Grammar Point

A: **Is this ~?**  
B: Yes, it is. Do you need one?  
A: Yes.

### Vocabulary

tape  
clear file  
chalk  
binder  
magnet  
maker



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

Students then pair up and perform the role-play activity, switching roles after each question.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “This is ~. Is this ~?”

Students download or receive a link on their school tablets to play the tic-tac-toe game again in a digital format. (If the NET has access to an editable PowerPoint, the images on the slides can be changed from those used in the worksheet to provide variety and maintain student interest.)

Say goodbye to the class and end the lesson.



## This is ~.



Role Play!  
Play tic-tac-toe.

1.  a peach	2.  a watermelon	3.  an orange
4.  a banana	5.  a strawberry	6.  a pear
7.  a melon	8.  a kiwi	9.  a pineapple

## Is this ~?

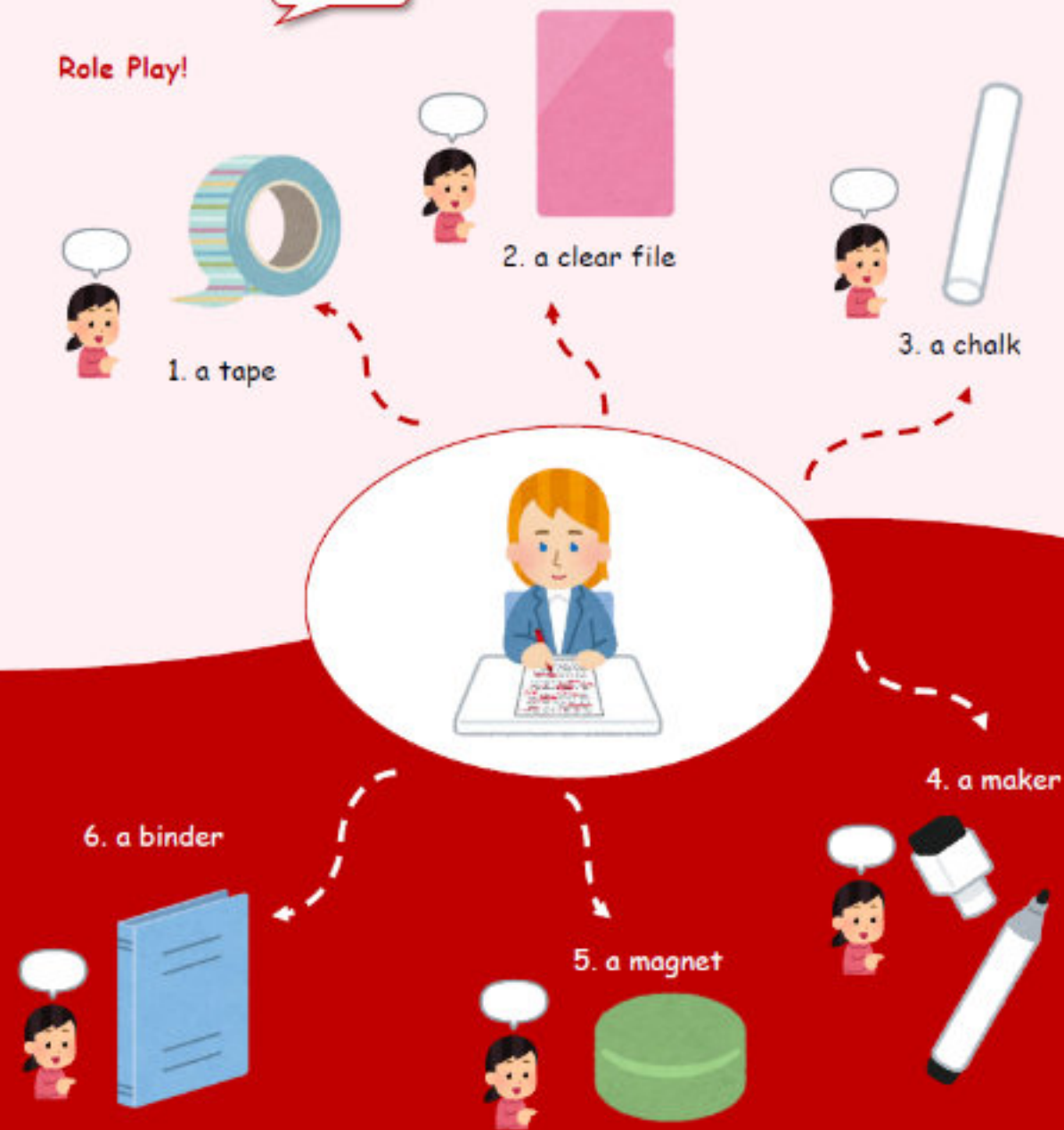


A: Is this ~?

B: Yes, it is. Do you need one?

A: Yes.

Role Play!



# Level 1

That is ~.

## Lesson 1-04

### Grammar Point

That is an apple.

### Vocabulary

cat	pig
bird	horse
hedgehog	fish
kabutomushi	rabbit
dog	

Prep Time

20 - 30 min

PaperType

B4

Class Time

40 - 50 min

Difficulty

Easy

## Content

### Introduction

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The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “That is ~.” and “Is that ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a sample tic-tac-toe board on the projector, and the JTE and NET demonstrate the activity while modeling the target sentence.

Next, students practice reading the vocabulary aloud together with the NET.

Students then work in pairs and play janken (rock, paper, scissors) to decide the order of play. On each turn, a student produces the target sentence correctly and marks a space on the tic-tac-toe grid. Partners take turns until one student completes a line of three marks and wins the game.

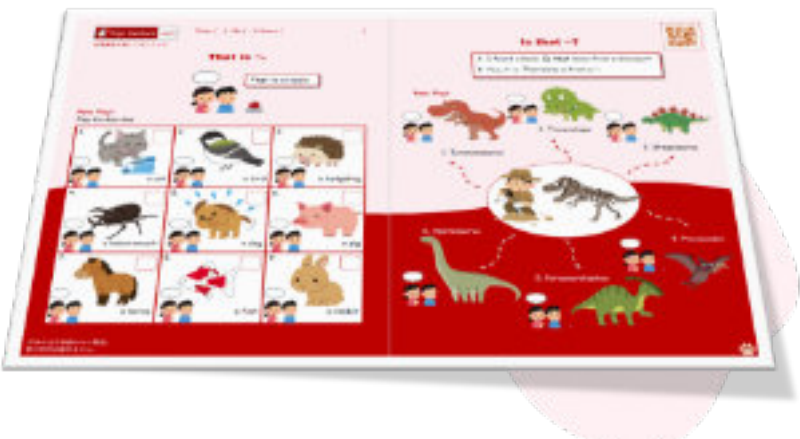
Is that ~?

### Grammar Point

A: I found a bone. **Is that** bone from a dinosaur?  
B: Yes, it is. That bone is from a ~.

### Vocabulary

Tyrannosaurus  
Triceratops  
Stegosaurus  
Pteranodon  
Parasaurolophus  
Apatosaurus



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

Students then pair up and perform the role-play activity, switching roles after each question.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “That is ~. Is that ~?”

Students download or receive a link on their school tablets to play the tic-tac-toe game again in a digital format. (If the NET has access to an editable PowerPoint, the images on the slides can be changed from those used in the worksheet to provide variety and maintain student interest.)

Say goodbye to the class and end the lesson.



## That is ~.



That is an apple.

### Role Play!

Play tic-tac-toe.

1. <input type="text"/> a cat	2. <input type="text"/> a bird	3. <input type="text"/> a hedgehog
4. <input type="text"/> a kabutomushi	5. <input type="text"/> a dog	6. <input type="text"/> a pig
7. <input type="text"/> a horse	8. <input type="text"/> a fish	9. <input type="text"/> a rabbit

## Is that ~?



A: I found a bone. **Is that** bone from a dinosaur?

B: Yes, it is. That bone is from a ~.

### Role Play!

1. Tyrannosaurus

2. Triceratops

3. Stegosaurus

4. Pteranodon

5. Parasaurolophus

6. Apatosaurus

# Level 1

## He / She is ~.

### Lesson 1-05

Grammar Point	Vocabulary	
A: Who is this? B: <b>He is</b> Mr. Konishi. <b>He is</b> a chief. <b>He is</b> talented.	scientist	famous
	carpenter	skillful
	flight attendant	pretty
	astronaut	brave
	farmer	nice
A: Who is this? B: <b>She is</b> Ms. Ida. <b>She is</b> a maiko. <b>She is</b> beautiful.	police	handsome
	white hacker	smart
	baker	cute
	politician	rich

Prep Time



20 - 30 min

PaperType



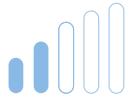
B4

Class Time



40 - 50 min

Difficulty



Easy

### Content

#### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “He / She is ~.”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

## He / She is ~.



#### Activity 2

The JTE and NET perform a model dialogue for the students to observe.

The JTE then instructs the students to fill in the blanks using the words in the word bank.

Students then practice the completed dialogue with their partner.

#### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “He is~.”.

Students are divided into six groups and play the Quick Match game. One student from each group stands up and looks at the image displayed in the center of the screen, while four words are shown in a four-square grid. The student who raises their hand first and says the word that matches the center image earns a point for their group. The game continues with different students until all images have been used.

(If an interactive touch panel board is available, students can play a more engaging version of the game. Students form six teams and line up. The student at the front runs to the board and taps the word in the grid that matches the center image. Students rotate after each round, and the activity continues until the game is completed.)

Say goodbye to the class and end the lesson.



## He / She is ~.

A: Who is this?

B: He is Mr. Konishi.  
He is a chief.  
He is talented.



A: Who is this?

B: She is Ms. Ida.  
She is a maiko.  
She is beautiful.



### Practice!

1.  Mr. Tanaka scientist famous	2.  Mr. Mitsui carpenter skillful	3.  Ms. Honda flight attendant pretty
4.  Ms. Takai astronaut brave	5.  Mr. Wakayama farmer nice	6.  Mr. Shingo police handsome
7.  Ms. Yamada white hacker smart	8.  Ms. Nishi baker cute	9.  Mr. Ayashi politician rich

## He / She is ~.



### Role Play!

A) Who is your favorite teacher?

B) My favorite teacher is \_\_\_\_\_.

A) Why?

B) Because he is \_\_\_\_\_.  
(Because she is \_\_\_\_\_.)

A) I see.

B) How about you?

A) My favorite teacher is \_\_\_\_\_.  
He is \_\_\_\_\_.  
(She is \_\_\_\_\_.)

kind  
handsome  
pretty  
smart  
cute

# Level 1

Do you like ~?

## Lesson 1-06

### Grammar Point

A: **Do you like** \_\_\_\_\_?

B: **Yes, I do.** I like \_\_\_\_\_.

It's my favorite class.

**(No, I don't.** I don't like \_\_\_\_\_.

It's not interesting.)

A: I see.

### Vocabulary

English


Science

Math

Social Studies


Japanese

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Do you like~?” and “Do you play ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be Student A and who will be Student B. They role-play the dialogue with their partner, write their partner’s answers, and then switch roles.

### Grammar Point

A: **Do you play** \_\_\_\_\_?

B: **Yes, I do.** I play \_\_\_\_\_.

**(No, I don't.** I don't play \_\_\_\_\_.)

### Vocabulary

table tennis	cricket
baseball	badminton
piano	flute
guitar	basketball
soccer	

Do you play ~?



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

The JTE then instructs students to participate in a classroom role-play activity in which they ask questions to one another and write O for “yes” and X for “no” based on their classmates’ answers.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Do you like ~?.”

Students download or receive a link on their school tablets to play a digital board game in groups of up to four. Each player chooses a marker color and taps ‘Start’ to begin. The first player rolls the dice (or uses a digital dice), moves forward, and says the target question or forms a sentence using the image or word on the square. Players take turns following the same steps. The first player to reach the Finish square wins the game. If students finish early, they may tap the ‘Reset’ button to restart the game and play again.

Say goodbye to the class and end the lesson.



## Do you like ~?

A: Do you like \_\_\_\_\_?

A: I see.

B: Yes, I do. I like \_\_\_\_\_.  
It's my favorite class.  
(No, I don't. I don't like \_\_\_\_\_.  
It's not interesting.)

### Role Play!

1.  English	2.  Science	3.  Math
4.  Social Studies	5.  Japanese	6. 

Write your partner's answer, "O" or "X".

1.	2.	3.	4.	5.	6.



## Do you play ~?

A: Do you play \_\_\_\_\_?

B: Yes, I do. I play \_\_\_\_\_.  
(No, I don't.  
I don't play \_\_\_\_\_.)

### Role Play!

1.  table tennis	2.  baseball	3.  the piano
4.  the guitar	5.  soccer	6.  cricket
7.  badminton	8.  the flute	9.  basketball

Write your classmates' answer, "O" or "X".

1.	2.	3.	4.	5.	6.	7.	8.	9.

# Level 1

I like ~.

## Lesson 1-07


### Grammar Point

A: What kind of snacks do you like?  
B: I like ~ very much.  
And, you?  
A: I like ~.

### Vocabulary


chocolate  
potato chips  
candy  
cookies  
Pocky  
senbei

Prep Time




20 - 30 min

PaperType



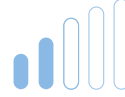
B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “I like ~.” and “I play ~.”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, the JTE then instructs students to participate in a classroom role-play activity, where they ask questions to one another and write down their classmates’ answers.

I play ~.

### Grammar Point

A: What sports do you play after school?  
B: I play ~.  
And, you?  
A: Sorry, I don't play any sports.

### Vocabulary

baseball	judo
soccer	table tennis
tennis	kendo
volleyball	badminton



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

Again, the JTE instructs students to participate in a classroom role-play activity, where they ask questions to one another and write down their classmates’ answers.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “I like~. I play~.”

Students are divided into six groups, and each group selects a team leader. The JTE assigns group names from Group A to Group F.

For this Photo Flash game, the ALT begins with Question 1 and selects Fast Mode. In Fast Mode, several images are displayed briefly on the screen. Students work together to memorize the names of the images.

When a group believes they know the correct answer, the team leader raises his or her hand and reports the images to the NET. If the response is correct, the group earns one point.

If no group answers correctly in Fast Mode, the ALT repeats the question using Medium Mode, which displays the images at a slightly slower speed. If necessary, the question is shown again in Slow Mode. The same procedure is followed until Question 3.

Say goodbye to the class and end the lesson.



## I like ~.



A: What kind of snacks do you like?

B: I like ~ very much.  
And, you?

A: I like ~.



Role Play!

1.  chocolate	2.  potato chips	3.  candy
4.  cookies	5.  Pocky	6.  senbei



Write your classmates' answer.

1	2	3	4

## I play ~.



A: What sports do you play after school?

B: I play ~.  
And, you?

A: Sorry, I don't play any sports.



Role Play!

1.  baseball	2.  soccer	3.  tennis	4.  volleyball
5.  judo	6.  table tennis	7.  kendo	8.  badminton



Write your classmates' answer.

1	2	3



# Level 1

What do you have ~?

## Lesson 1-08

### Grammar Point

A: **What do you have**  
for lunch?

B: I have \_\_\_\_ for lunch.

A: Is it delicious?


B: Yes, it is.

Do you want some?

### Vocabulary


okonomiyaki	tempura
tonkatsu	fish and chips
ramen	taroko spaghetti
beef steak	takoyaki
seafood bowl	.

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “What do you have ~?” and “What do you want ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

What do you want ~?

### Grammar Point

A: Pizza Delivery!

**What** kind of pizza **do you want**?

B: I want the deluxe special.

A: Ok. **What do you want** on your pizza?

B: I want some \_\_\_\_, \_\_\_\_, and \_\_\_\_.

### Vocabulary

tomatoes	basils
mushrooms	mozzarella cheese
green peppers	pepperoni
onions	olives



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be Student A and who will be Student B. They role-play the dialogue with their partner, write down their partner's answers, use the information to draw their partner's pizza, and then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “What do you ~?”

Students download or receive a link on their school tablets to access the digital activity and begin the word search. A word bank is provided, and students look for the hidden words. When a word is found, they tap it and continue until all words are found.

Say goodbye to the class and end the lesson.



## What do you have ~?

A: What do you have for lunch?



B: I have \_\_\_\_\_ for lunch.

A: Is it delicious?

B: Yes, it is.  
Do you want some?



### Role Play!

1.  okonomiyaki	2.  tonkatsu	3.  ramen
4.  beef steak	5.  seafood bowl	6.  tempura
7.  fish and chips	8.  taroko spaghetti	9.  takoyaki

Write your classmates' answer.

1	2	3	4

## What do you want ~?



A: Pizza Delivery!

What kind of pizza do you want?









B: I want the deluxe special.

A: Ok. What do you want on your pizza?

B: I want some \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

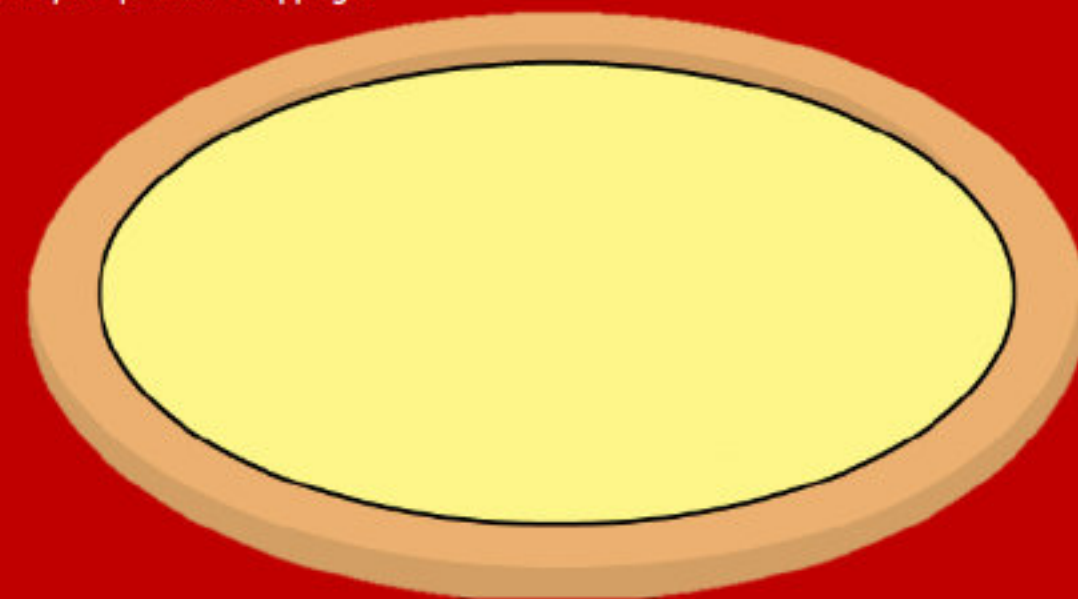


### Role Play!

1.  tomatoes	2.  mushrooms	3.  green peppers	4.  onions
5.  basils	6.  mozzarella cheese	7.  pepperoni	8.  olives

1	2	3

Draw your partner's toppings.





# Level 1

I have ~.

I want ~.

## Lesson 1-09

### Grammar Point


A: What do you have in your pencil case?

B: **I have** a(n) ~, a(n) ~ and a(n) ~.

### Vocabulary


pen	mechanical pencil
ruler	correction tape
highlighter	USB flash drive
lead	scissor
glue stick	

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “I have~.” and “I want ~.”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, the JTE then instructs students to participate in a classroom role-play activity, where they ask questions to one another and write down their classmates’ answers.

### Grammar Point

A: What do you want on your birthday?

B: **I want** a ~.

### Vocabulary

gaming PC	comic book
teddy bear	smart phone
clothes	shiba dog
prepaid card	VR



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

The JTE then instructs students to participate in a classroom role-play activity, where they ask questions to one another and write down their classmates’ answers.

After that, students participate in a game activity prepared by the NET. One example on the worksheet provides hints to help students guess a famous character. Students work in their groups, with six groups in total, and compete to guess the character. The activity includes a series of characters to guess, and the group that guesses correctly earns a point for their team.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “I have ~. I want ~.”

Students form six groups. Each group downloads or receives a link on their school tablets to access the digital Bingo game. Team 1 selects the first Bingo sheet, Team 2 selects the second, and so on. The NET reads a target sentence containing a single word from the Bingo sheets. Students find that word on their sheet and tap it, so a digital marker appears. When a team has only one word left to complete a row, they stand up to show they are close to winning. The first team to complete a row shouts ‘Bingo!’ and wins the round.

Say goodbye to the class and end the lesson.





## I have ~.

A: What do you have in your pencil case?

B: I have a(n) ~, a(n) ~ and a(n) ~.

Role Play!

1.  pen	2.  ruler	3.  highlighter
4.  lead	5.  glue stick	6.  mechanical pencil
7.  correction tape	8.  USB flash drive	9.  scissor * a pair of scissors

Write your classmates' answer.

1	2
a.	a.
b.	b.
c.	c.



## I want ~.

A: What do you want on your birthday?

B: I want a ~.

Role Play!

1.  gaming PC	2.  teddy bear	3.  clothes	4.  prepaid card
5.  comic book	6.  smart phone	7.  shiba dog	8.  VR

Write your classmates' answer.

1	2	3	4

Activity!



I have a pocket.  
I have a time machine.  
I want many dorayaki.  
Who am I?

You are...



# Level 1

I see ~.

## Lesson 1-10


### Grammar Point

A: Do you see any ~?  
B: Yes, I do.  
I **see** [number] [animal].

### Vocabulary


bears	deer
lions	rabbits
tigers	ducks
boars	zebras

Prep Time




20 - 30 min

PaperType



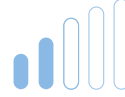
B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “I see ~.” and “How many ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue with just one example for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, write their partner’s answers, and then switch roles.

### Grammar Point

A: **How many** ~ are there?  
B: [number] [thing].

### Vocabulary

apple  
fox  
plane  
fly  
boar  
peach

How many ~?



### Activity 2

First, the JTE explains the grammatical rules for adding ‘s,’ ‘es,’ or ‘ies’ to the end of a word to form plurals. Students then complete #1 to #6 using the correct plural forms.

Next, the JTE and NET perform a model dialogue for the class to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

Finally, students pair up and decide who will be Student A and who will be Student B. They role-play the dialogue with their partner and then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “I see~. How many ~?”

Students download or receive a link on their school tablets to play the digital Domino Matching game. Each domino shows an image, with words displayed on both the left and right sides. Students tap the word that matches the image. If the match is correct, the next domino with a new image appears. Students continue matching words and images until all dominoes are completed.

Say goodbye to the class and end the lesson.



## I see ~.

A: Do you see any ~?

B: Yes, I do.

I see [number] [animal].

Role Play!



bears | lions | tigers | boars | deer | rabbits | ducks | zebras

Write your partner's answer.

1.	2.	3.	4.	5.	6.	7.	8.









## How many ~?

A: How many ~ are there?

B: [number] [thing].

Role Play!

Write your answer, but remember to add "s" or "es", or "ies".

1.  [ ]	2.  [ ]	3.  [ ]
4.  [ ]	5.  [ ]	6.  [ ]

apple | fox | plane | fly | boar | peach

Add "s" ...

boar

s

If you see [y] ...

Add "ies"

fly

ies

If you see [ch], [s], [sh], [o], [x] or [z] ...

Add "es"

peach

es

flies

# Level 1

Let's ~.

## Lesson 1-11

### Grammar Point

A: **Let's** play ~?  
B: Ok. But, I don't have a ~.  
A: Don't worry. Use this ~.

### Vocabulary

baseball	table tennis
bat	shake paddle
tennis	badminton
racket	birdie
kendo	volleyball
shinai	ball

Prep Time

20 - 30 min

Class Time

40 - 50 min

PaperType

B4

Difficulty

Easy

### Vocabulary

Tokyu Hands  
AEON  
Hankyu  
toy  
T-shirt  
cake



## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Let's ~.”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, write their partner's answers, and then switch roles.

### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Next, students practice reading the vocabulary aloud together with the NET.

The JTE then instructs the students to fill in the blanks using the words in the box.

Students then practice the completed dialogues with their partner, covering each item from #1 through #3.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Let's ~.”

Students are divided into six groups and play the Quick Match game. One student from each group stands up and looks at the image displayed in the center of the screen, while four words are shown in a four-square grid. The student who raises their hand first and says the word that matches the center image earns a point for their group. The game continues with different students until all images have been used.

(If an interactive touch panel board is available, students can play a more engaging version of the game. Students form six teams and line up. The student at the front runs to the board and taps the word in the grid that matches the center image. Students rotate after each round, and the activity continues until the game is completed.)

Say goodbye to the class and end the lesson.



## Let's ~.









A: Let's play ~?

B: Ok. But, I don't have a ~.

A: Don't worry. Use this ~.

### Role Play!

1. baseball  bat	2. tennis  racket	3. kendo  shinai
4. table tennis  shake paddle	5. badminton  birdie	6. volleyball  ball

Write your partner's answer.

1	2	3	4

### Role Play!



A) Let's go shopping, \_\_\_\_\_?  
(partner's name)

B) Ok! Let's go.

A) Where shall we go?

B) Let's go to \_\_\_\_\_.

Tokyu Hands  
AEON  
Hankyu

A) Wow, look at this!

B) What is this?

A) It's \_\_\_\_\_.

B) I want it!

A) Me, too! Let's buy it.



1.



a toy

2.



a T-shirt

3.



a cake



# Level 1

What's this ~?

## Lesson 1-12

### Grammar Point

A: **What's this?**  
B: It's ~.  
A: Do you like it?  
B: Yes, I do. It's delicious.  
(No, I don't. I don't like it.)

### Vocabulary


ebi sushi	uni sushi
tamago sushi	inari sushi
salmon sushi	tuna sashimi
ikura sushi	tako sashimi
ika sushi	

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “What’s this ~?” and “a, an, or x ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Grammar Point

A: What's this?  
B: It is **a** ~.  
(It is **an** ~.)

### Vocabulary

orange	apple pie
peach	strawberry
octopus	egg
ice cream	
watermelon	
chocolate cake	
pizza	



### Activity 2

First, the JTE explains the grammatical rules for adding ‘a,’ ‘an,’ or using no article before a word to indicate one item. Students then complete exercises #1 through #8 using the correct singular forms.

Next, the JTE and NET perform a model dialogue for the class to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

Finally, students pair up and decide who will be Student A and who will be Student B. They role-play the dialogue with their partner and then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “What is this?”

Students download or receive a link on their school tablets to play the digital pair-up game. For each question, an image and two words are shown. Students select the word that matches the image in order to proceed to the next question. They continue until all questions are completed.

Say goodbye to the class and end the lesson.



## What's this ~?

A: What's this?










B: It's ~.

A: Do you like it?

B: Yes, I do. It's delicious.  
(No, I don't. I don't like it.)



### Role Play!

1.  ebi sushi	2.  tamago sushi	3.  salmon sushi
4.  ikura sushi	5.  ika sushi	6.  uni sushi
7.  inari sushi	8.  tuna sashimi	9.  tako sashimi



## "a", "an" or "X"

A: What's this?

B: It is a ~.  
(It is an ~.)

### Role Play!

Write "a" or "an".

1.



orange

2.



peach

3.



octopus

4.



ice cream

5.



watermelon

6.



chocolate cake

7.



pizza

8.



apple pie



a strawberry



an egg

# Level 1

## What's wrong?

### Lesson 1-13


Grammar Point

A: You don't look good today.  
**What's wrong?**  
B: I **have** a ~.  
(I **feel** ~.)


Vocabulary

cold  
sore throat  
fever  
toothache  
sick  
dizzy


Prep Time

  
20 - 30 min


Class Time

  
40 - 50 min

PaperType

  
B4


Difficulty

  
Easy

Grammar Point

Vocabulary

doctor  
medicine  
dentist



### Content

#### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “What's wrong?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

#### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, the JTE then instructs students to participate in a classroom role-play activity, where they ask questions to one another and write down their classmates' answers.

#### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Next, students practice reading the vocabulary aloud together with the NET.

The JTE then instructs students to fill in each blank about how they feel, and also to choose a phrase from the word bank.

Students then practice the completed dialogues with their partner.

#### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “What's wrong?.”

Students play the Hangman game, called Space Dog.

How to Play the Space Dog Game

- Students are divided into six groups.
- The NET opens the PowerPoint game (the sentence is premade, or the NET can use their own if they have an editable PowerPoint).
- Students within the same group take turns guessing one letter at a time.
- The NET taps the square with the guessed letter. Correct letters appear; incorrect guesses trigger “Build” to add a part of the spaceship.
- A group wins if they guess the sentence before the spaceship is complete. If not, the correct sentence is revealed, and the next group takes a turn.

Say goodbye to the class and end the lesson.



## What's wrong?

A: You don't look good today.  
What's wrong?



B: I have a ~.  
(I feel ~.)

### Role Play!

I have a ~.			
1.  cold	2.  sore throat	3.  fever	4.  toothache

I feel ~.	
5.  sick	6.  dizzy

Write your classmates' answer.

1.	2.	3.	4.	5.	6.

### Role Play!



A) \_\_\_\_\_, how are you today?  
(partner's name)

A) Oh no! What's wrong?

B) Not so good.



B) \_\_\_\_\_  
(For example: I have a ~. / I feel ~.)

A) Really? That's too bad.

Please \_\_\_\_\_ soon.

And, take a rest.



B) Thank you, \_\_\_\_\_  
(partner's name)

You are a kind person. Bye!

A) Bye.

Please ~ soon.



see a doctor



get some medicine



see a dentist

# Level 1


He / She ~s ~.

~s, ~es, ~ies

## Lesson 1-14


Grammar Point	Vocabulary	
A: Let's go back in time!	Hideyoshi	Japan
B: Sure.	Helen Keller	people
B: Who is that person over there?	Morzar	piano
A: He / She is ~. He / She ~s ~.	Columbus	America
	Jesus Christ	bible
	Queen Elizabeth	England
	Nikola Tesla	electricity
	Hidesaburou	Hachiko

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

Grammar Point	Vocabulary
A: What <b>does</b> he / she do?	TV
B: He / She ~ <b>s</b> ~?	teeth
A: What <b>does</b> our teacher do?	green tea
B: He / She teaches <b>us</b> English?	piano
	hard
	dog



## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “He / She ~s ~.” and “~s, ~es, ~ies”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

The JTE instructs students to decide who their favorite teacher is and write it down on #9. Next, students pair up and decide who will be Student A and who will be Student B. They role-play the dialogue with their partner and then switch roles.

### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

The JTE briefly explains the grammatical rules for adding ‘s,’ ‘es,’ or ‘ies’ to the end of a word to form plurals. Then, the JTE instructs the students to complete #1 to #6 using the correct plural forms.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “He plays ~.”

Students play the Quiz Questions game in six groups, with up to eight members per group. For each question, one member from each group stands up. The NET reads the first half of a sentence, and the student who knows the answer raises their hand to respond. If the answer is correct, the group earns a point. The group with the most points at the end wins.

Say goodbye to the class and end the lesson.



## He / She ~s ~.












A: Let's go back in time!

B: Sure.

B: Who is that person over there?

A: He / She is ~. He / She ~s ~.

### Role Play!

1.  rules Japan	2.  helps people	3.  plays the piano
4.  discovers America	5.  teaches the bible	6.  leads England
7.  makes electricity	8.  take cares of Hachiko	9.  teaches ( )

## ~s, ~es, ~ies



A: What does he / she do?

B: He / She ~s ~.

A: What does our teacher do?

B: He / She teaches us English?



### Role Play!

1.  watch <input type="text"/> TV	2.  brush <input type="text"/> teeth	3.  drink <input type="text"/> green tea
4.  play <input type="text"/> the piano	5.  stud <input type="text"/> hard	6.  <input type="text"/> dog

\*have > has

play s do es study ies



# Level 1

Does he / she have ~?

## Lesson 1-15

### Grammar Point

Step 1

Is he /she ~?

Yes, he/she is.

(No, he/she isn't.)

Step 2

Does he/she have ~?

Yes, he/she does.

Step 3

Is he/she ~?


Yes, he/she is.

(No, he/she isn't.)

### Vocabulary


boy	shirt
girl	pigtails
cap	white
short hair	backpack
glasses	earrings
nose	

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Does he / she have ~?” and “He doesn’t ~”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

This activity is “Guess Who.”

The NET displays an example of the Guess Who game on the projector. The JTE and NET then perform a model dialogue for the students to observe.

Next, students practice reading the vocabulary aloud together with the NET.

Then, students pair up and decide who will be Student A and who will be Student B. They role-play the dialogue with their partner, write down their partner’s chosen character, and then switch roles.

### Grammar Point

A: Does he teach English?

B: Yes, he does. He teaches English.

(No, he doesn't. He **doesn't** teach English.)

A: Is he Mr. Tanaka?

B: Yes, he is.

(No, he isn't.)

### Vocabulary

like cooking

play the piano

care for animals

deliver letters

cut your hair

wear a costume

play the guitar

make sushi

He doesn't ~.



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

The JTE then instructs students to choose one person from the four options for Section A (Does he ~) and one person from the four options for Section B (Does she ~). After deciding, they role-play the dialogue with their partner, write down their partner’s chosen person, and then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Does he ~?”

Students play the Target game and are divided into six groups, with up to eight members in each group. One member from each group stands up. The NET asks the first team to choose a number and taps it to display a question. The NET reads the question, and the student who knows the answer raises their hand to respond. Answers must be given in a complete sentence. If the answer or sentence is incorrect, another team may respond. If the answer is correct, the group earns a point. The group with the most points at the end of the game wins.

Say goodbye to the class and end the lesson.



## Does he / she have ~?

### Activity!

Choose a person.

 Jen	 Rina	 Joe
 Miki	 Ming	 Peter
 Tina	 John	 Sally
 Taro	 Lucy	 Fred

### Step 1

Is he / she ~?

a boy

a girl

Yes, he/she is.

(No, he/she isn't.)

### Step 2

Does he/she

have ~?

a cap

short hair

glasses

a long nose

a black shirt

pigtails

a white backpack

earrings

Yes, he/she does.

### Step 3

Is he/she ~?

Yes, he/she is.

(No, he/she isn't.)

## Is he/she ~?

Who?	1
Who?	

## He doesn't ~.



A: Does he teach English?

B: Yes, he does. He teaches English.

(No, he doesn't. He doesn't teach English.)

A: Is he Mr. Tanaka?

B: Yes, he is.

(No, he isn't.)



### Role Play!

Choose a person.

### (A) Does he ~?

1. Ichiro



like cooking

2. Shigeru



play the piano

3. Haru



care for animals

4. Kenji



deliver letters

### (B) Does she ~?

1. Chisako



cut your hair

2. Mao



wear a costume

3. Maria



play the guitar

4. Akane



make sushi

Write your partner's answer.

Who is he?

Who is she?



# Level 1

Who's ~?

## Lesson 1-16


Grammar Point

A: **Who's** this?  
B: He / She is my ~.


Vocabulary

father  
mother  
sister  
brother  
grandfather  
grandmother


Prep Time

  
20 - 30 min


PaperType

  
B4

Class Time

  
40 - 50 min

Difficulty

  
Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Who's ~?” and “Who is this person?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, write their partner’s answers, and then switch roles.

Grammar Point

A: **Who is** this person?  
B: He / She is ~. He / She is a famous person from ~.

Vocabulary

George Washington  
Einstein  
Edison  
Marie Antoinette  
Caesar  
Napoleon  
Cleopatra  
Germany  
France  
Italy  
Egypt

### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Who is ~?”

Students download or receive a link on their school tablets to access the digital activity and begin the word search. A word bank is provided, and students look for the hidden words. When a word is found, they tap it and continue until all words are found.

Say goodbye to the class and end the lesson.





## Who's ~?

A: Who's this?

B: He / She is my ~.



### Role Play!

Choose three.

1.  father	2.  mother	3.  sister
4.  brother	5.  grandfather	6.  grandmother

Write your partner's answer.

1	2	3

## Who is this person?



A: Who is this person?

B: He / She is ~.  
He / She is a famous person from ~.



### Role play!

1. George Washington  the USA	2. Einstein  Germany	3. Edison  the USA
4. Marie Antoinette  France	5. Caesar  Italy	6. Napoleon  France
7. Cleopatra  Egypt	8. Kuroda  Japan	9. Himiko  Japan

# Level 1

What time ~ now?

## Lesson 1-17

### Grammar Point

A: Excuse me.

**What time is it now?**

B: It is ~.

### Vocabulary


in the morning

in the afternoon

in the evening


at night

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “What time ~ now?” and “What time is it in ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays pictures one at a time on the projector screen and says the time. Students repeat after the NET and practice reading each time aloud.

Then, the NET displays another picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Grammar Point

A: It is six in the evening in Tokyo.

**What time is it in [country] ?**

B: It is ~.

### Vocabulary

New York

London

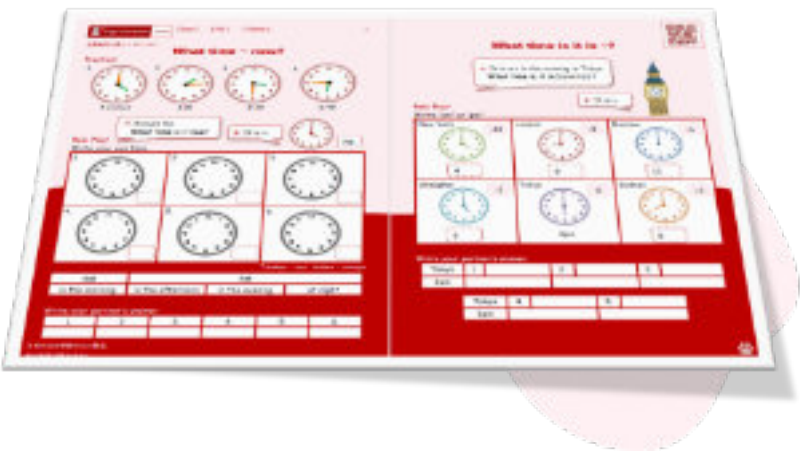
Moscow

Shanghai

Tokyo

Sydney

What time is it in ~?



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

The JTE instructs students to write ‘a.m.’ or ‘p.m.’ in the blanks. Next, students pair up and decide who will be Student A and who will be Student B. With their partner, they role-play the dialogue by choosing any city, writing down their partner’s answers, and then switching roles. The dialogue is practiced five times

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “What time is it?”

Students are divided into six groups and play the Quick Match game. One student from each group stands up and looks at the image displayed in the center of the screen, while four words are shown in a four-square grid. The student who raises their hand first and says the correct time that matches the center image earns a point for their group. The game continues with different students until all images have been used.

(If an interactive touch panel board is available, students can play a more engaging version of the game. Students form six teams and line up. The student at the front runs to the board and taps the correct time in the grid that matches the center image. Students rotate after each round, and the activity continues until the game is completed.)

Say goodbye to the class and end the lesson.



## What time ~ now?

Practice!



A: Excuse me.

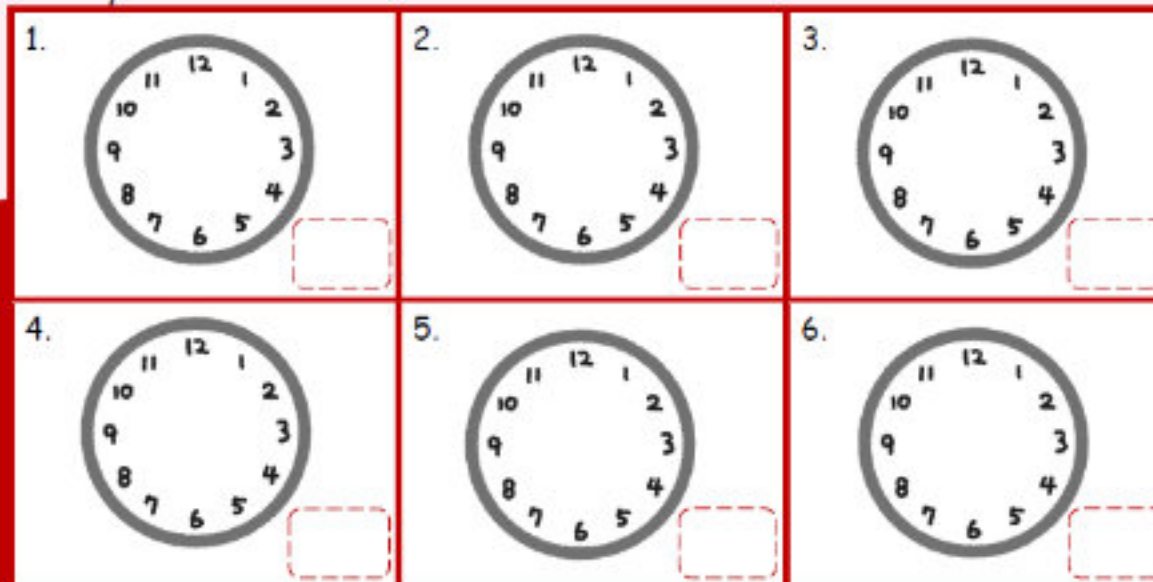
What time is it now?

B: It is ~.



Role Play!

Write your own time.



\*12:00pm = noon 12:00am = midnight

AM	PM		
in the morning	in the afternoon	in the evening	at night

Write your partner's answer.

1.	2.	3.	4.	5.	6.



## What time is it in ~?

A: It is six in the evening in Tokyo.  
What time is it in [country]?

B: It is ~.



Role Play!

Write "am" or "pm".

<b>New York</b>  -14 4	<b>London</b>  -9 9	<b>Moscow</b>  -6 12
<b>Shanghai</b>  -1 5	<b>Tokyo</b>  0 6pm	<b>Sydney</b>  +2 8

Write your partner's answer.

Tokyo	1.		2.		3.	
6pm						
Tokyo	4.		5.			
6pm						

# Level 1

Which do you want ~?

## Lesson 1-18

### Grammar Point

A: You have one choice.  
**Which** do you want, \_\_\_ **or** \_\_\_?  
B: I want \_\_\_ please.  
Thank you.

### Vocabulary

beef steak	udon
sushi	tempura
curry rice	koroke
spaghetti	chawanmushi
green tea	miso soup
soba	

Prep Time

20 - 30 min

PaperType

B4

Class Time

40 - 50 min

Difficulty

Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Which do you want ~?” and “Which is your favorite ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be Student A and who will be Student B. They role-play the dialogue with their partner, circle their partner’s answers, and then switch roles.

### Vocabulary

English	Mos Burger
Japanese	McDonalds
Pikachu	Seattle Mariners
Elmo	Hanshin Tigers

### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be Student A and who will be Student B. They role-play the dialogue with their partner, circle their partner’s answers, and then switch roles. Finally, they share with each other whether they prefer Japan or the U.S.



### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Which do you ~?.”

Students play the Match Game and are divided into six groups, with up to eight members per group. In this activity, students match each word with its corresponding image.

How to Play the Match Game

- Numbered panels appear on the screen.
- Teams take turns selecting two numbers to reveal a word or an image.
- If the word and image match, the team continues their turn.
- If the word and image do not match, the next team takes their turn.
- The game continues until all words and images have been successfully matched.

Say goodbye to the class and end the lesson.



## Which do you want ~?



A: You have one choice. Which do you want, \_\_\_\_ or \_\_\_\_?

B: I want \_\_\_\_ please. Thank you.

Role Play!

Circle your partner's answer.

1.	<p>a </p> <p>beef steak</p>	<p>b </p> <p>sushi</p>	→	a
2.	<p>a </p> <p>curry rice</p>	<p>b </p> <p>spaghetti</p>	→	a
3.	<p>a </p> <p>green tea soba</p>	<p>b </p> <p>udon</p>	→	a
4.	<p>a </p> <p>tempura</p>	<p>b </p> <p>koroke</p>	→	a
5.	<p>a </p> <p>chawanmushi</p>	<p>b </p> <p>miso soup</p>	→	a

日本の公立学校のみに限定。  
他の利用は認めません。

## Which is your favorite ~?



Interview!  
your partner

1. Which is your favorite subject,  
English ② or Japanese ①?



\_\_\_\_\_ is.

2. Which is your favorite character,  
Pikachu ① or Elmo ②?



\_\_\_\_\_ is.

3. Which is your favorite restaurant,  
Mos Burger ① or McDonalds ②?



\_\_\_\_\_ is.

4. Which is your favorite game,  
Minecraft ② or Mario Kart ①?



\_\_\_\_\_ is.

5. Which is your favorite team, the  
Seattle Mariners ② or the Hanshin Tigers ①?



\_\_\_\_\_ is.

You like Japan very much!

5~7

You like the U.S.A. very much!

8~10



# Level 1

Where is the ~?

## Lesson 1-19


Grammar Point

A: Ah! A ghost!  
B: Where?!  
**Where is the ghost?**  
A: It is ~ the box!


Vocabulary

in  
under  
next to  
on  
in front of  
behind


Prep Time

  
20 - 30 min


PaperType

  
B4

Class Time

  
40 - 50 min

Difficulty

  
Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Where is the ~?” and “Where is my ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be Student A and who will be Student B. They role-play the dialogue with their partner, write the correct word in the crossword, and then switch roles.

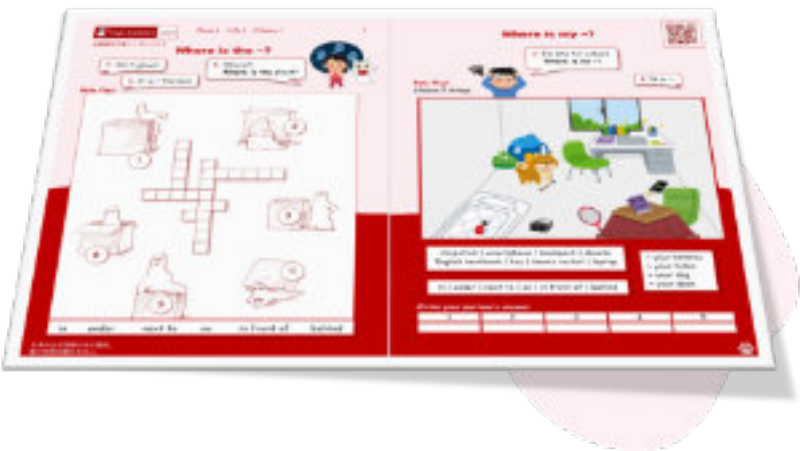
Where is my ~?

Grammar Point

A: I'm late for school!  
**Where is my ~?**  
B: It is ~.

Vocabulary

chopstick      racket  
smartphone      laptop  
backpack      kotatsu  
obento      futon  
English textbook      dog  
key      desk  
tennis



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up to decide who will be Student A and who will be Student B. They role-play the dialogue with their partner five times, choosing different items for ‘Where is my ~’, write down their partner’s answers, and then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Where is the ~?”

Students are divided into six groups, and each group selects a team leader. The JTE assigns group names from Group A to Group F.

For this Photo Flash game, the ALT begins with Question 1 and selects Fast Mode. In Fast Mode, several images are displayed briefly on the screen. Students work together to memorize the names of the images.

When a group believes they know the correct answer, the team leader raises his or her hand and reports the images to the NET. If the response is correct, the group earns one point.

If no group answers correctly in Fast Mode, the ALT repeats the question using Medium Mode, which displays the images at a slightly slower speed. If necessary, the question is shown again in Slow Mode. The same procedure is followed until Question 3.

Say goodbye to the class and end the lesson.



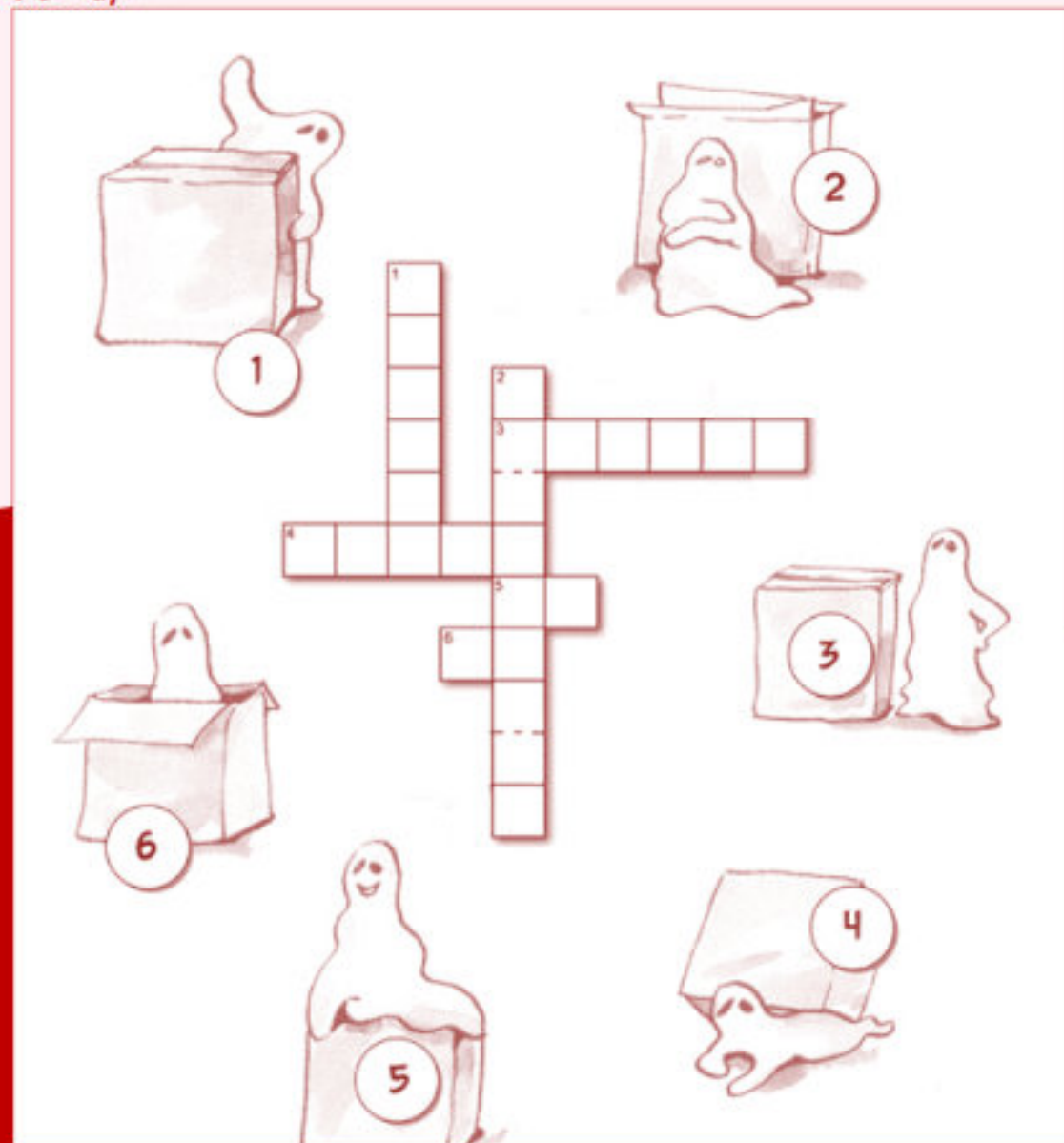
## Where is the ~?

A: Ah! A ghost!

B: Where?!  
Where is the ghost?

A: It is ~ the box!

Role Play!



in under next to on in front of behind



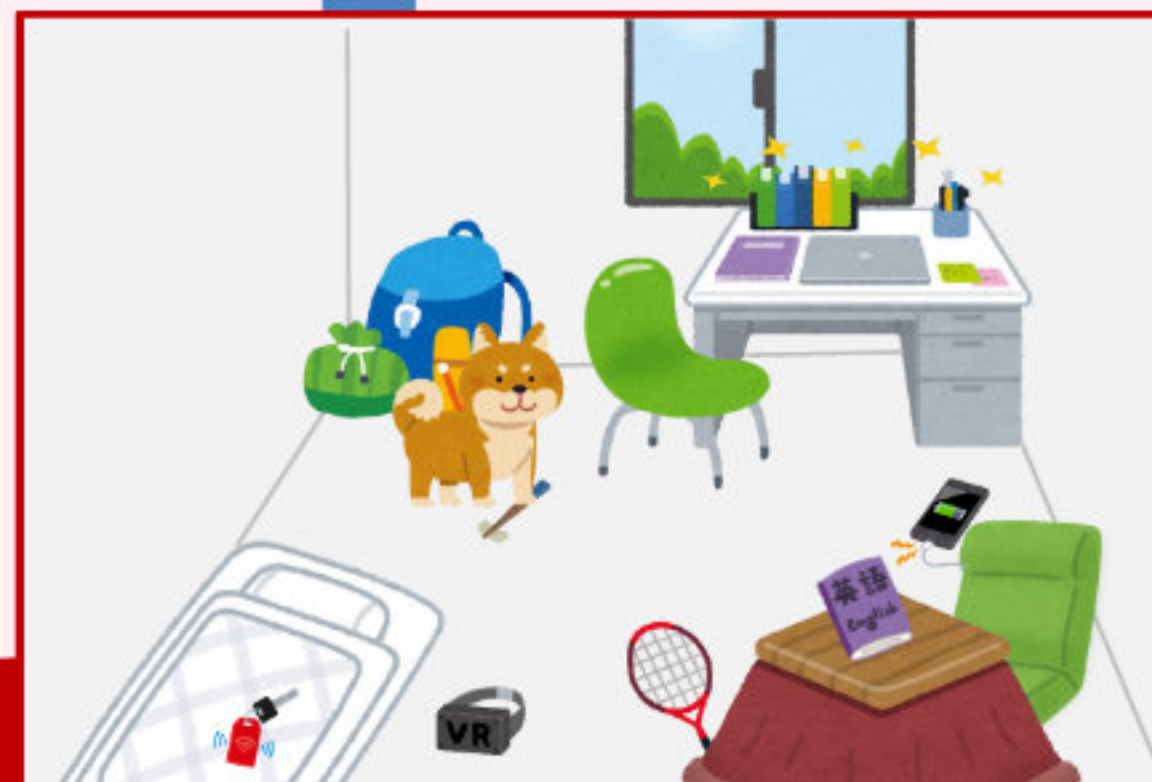
## Where is my ~?



A: I'm late for school!  
Where is my ~?

B: It is ~.

Role Play!  
Choose 5 things.



chopstick | smartphone | backpack | obento  
English textbook | key | tennis racket | laptop

in | under | next to | on | in front of | behind

~ your kotatsu  
~ your futon  
~ your dog  
~ your desk

Write your partner's answer.

1	2	3	4	5

# Level 1

I, my, me, mine

## Lesson 1-20

### Vocabulary

I, my, me, mine

you, your, you, yours

he, his, him, his


she, her, her, hers

it, its, it

we, our, us, ours

they, their, them, theirs

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “I, my, me, mine”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The JTE instructs students to repeat after the NET to read the words from #1 to #7. Students then have 5–10 minutes to memorize them.

Next, in pairs, one student performs any of the seven gestures while the other student says the word that matches the gesture. They continue practicing different gestures for 1–2 minutes and then switch roles.

After the activity, students complete the practice exercise by filling in the blanks.

### Activity 2

The JTE then instructs students to complete the practice exercise.

When finished, the NET opens the Spin the Wheel PowerPoint (if an editable version is available to input students’ names) and clicks or taps ‘Spin.’ When the arrow lands on a student’s name, the student reads the sentence with their answer, and the NET confirms whether it is correct. This process continues until all items in the exercise have been completed.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “I, my, me, mine”

Students play the Quiz Questions game in six groups, with up to eight members per group. For each question, one member from each group stands up. The NET reads the first half of a sentence, and the student who knows the answer raises their hand to respond. If the answer is correct, the group earns a point. The group with the most points at the end wins.

Say goodbye to the class and end the lesson.












## I, my, me, mine

### Activity!

Memorize. Then, quiz your partner with gestures.

1.  I, my, me, mine	2.  you, your, you, yours	3.  he, his, him, his
4.  she, her, her, hers	5.  it, its, it	6.  we, our, us, ours
Practice! Example: I, <u>my</u> , me, <u>mine</u>		7.  they, their, them, theirs

1. , yours,  yours
2. he, , him,
3. , her, her,
4. it, , it
5. we, , us,
6. , their, , theirs



### Practice!

Example: ( She / Her / Hers ) is a girl.

1. Are ( your / you / yours ) from Japan?
2. This is ( you / your / yours ) pencil.
3. ( He / His / Him ) likes basketball very much.
4. ( I / Mine / My ) have a dog.
5. ( He / His / Him ) is a soccer player.
6. ( It / Its ) is a notebook.
7. Is ( her / she / hers ) a tennis player?
8. ( We / Ours / Our ) teacher is interesting.
9. ( Their / They / Theirs ) uniforms are new.
10. ( Her / She / Hers ) is ( mine / me / my ) friend.
11. Do ( you / your / yours ) know ( he / him / his )?
12. That is ( her / she / her ) ball and is not ( yours / you / your ).

She is a girl.

This is her bag.

I like her.

This bag is hers.



# Level 1

Whose ~ is this?

## Lesson 1-21

### Grammar Point

A: **Whose ~ is this?**  
B: It is ~'s. It is his ~.

### Vocabulary

umbrella	Stitch
honey jar	Snoopy
ukulele	Totoro
house	Winnie the Pooh
golden snitch	Harry Potter

Prep Time

20 - 30 min

PaperType

B4

Class Time

40 - 50 min

Difficulty

Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Whose ~ is this?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The JTE instructs students to draw lines to match each image with the correct word; there are five items in total.

Then, the NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

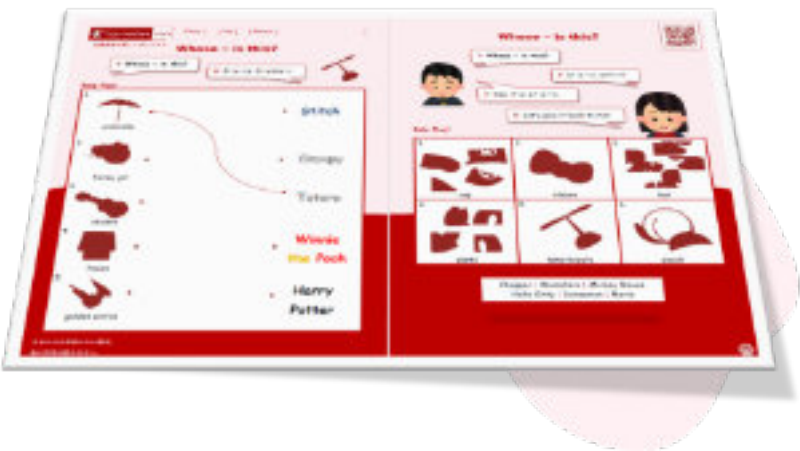
After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Grammar Point

A: **Whose ~ is this?**  
B: It is ~'s, isn't it?  
A: Yes, it is. It is ~'s.  
B: Let's give it back to him.

### Vocabulary

cap	Chopper
ribbon	Momotaro
hat	Mickey Mouse
pants	Hello Kitty
take-koputa	Doraemon
peach	Mario



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Whose ~ is this?”

Students play the Pair Up game in six groups, with up to eight members per group. For each question, one member from each group stands up. The NET displays an image and asks, ‘Whose ~ is this?’. The student who knows the answer raises their hand to respond. If the student answers correctly using a complete sentence, the group earns a point. The group with the most points at the end of the game wins.

Say goodbye to the class and end the lesson.








## Whose ~ is this?

A: Whose ~ is this?

B: It is ~'s. It is his ~.



### Role Play!

1.		umbrella	•	Stitch
2.		honey jar	•	Snoopy
3.		ukulele	•	Totoro
4.		house	•	Winnie the Pooh
5.		golden snitch	•	Harry Potter

## Whose ~ is this?



A: Whose ~ is this?







B: It is ~'s, isn't it?

A: Yes, it is. It is ~'s.

B: Let's give it back to him.



### Role Play!

1.		cap
2.		ribbon
3.		hat
4.		pants
5.		take-koputa
6.		peach

Chopper | Momotaro | Mickey Mouse  
Hello Kitty | Doraemon | Mario

# Level 1

Do you ~ him?

## Lesson 1-22

### Grammar Point

A: This is ~.

**Do you know him?**

(**Do you** know **her**?)

B: Yes, I do. He / She is ~.

I study about him in my Social Study class.

(I study about her in my Social Study class.)

### Vocabulary

Newton

Shakespeare


Queen Elizabeth

Helen Keller

Einstein


Himiko

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Do you ~ him?” and “I ~him.”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Grammar Point

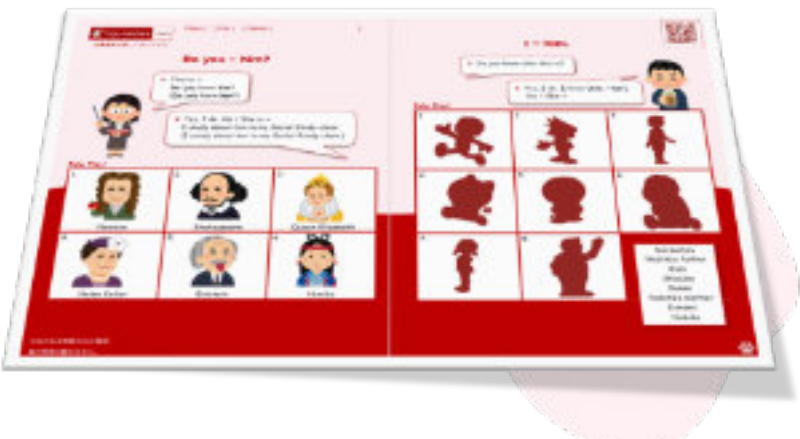
A: Do you know who this is?

B: Yes, I do. I know **[him / her]**.

He / She ~

### Vocabulary

Doraemon	Suneo
Nobita's father	Nobita's mother
Gian	Dorami
Shizuka	Nobita



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Do you know ~?”

Students are divided into six groups and play the Quick Match game. One student from each group stands up and looks at the image displayed in the center of the screen, while four words are shown in a four-square grid. The student who raises their hand first and says the correct time that matches the center image earns a point for their group. The game continues with different students until all images have been used.

(If an interactive touch panel board is available, students can play a more engaging version of the game. Students form six teams and line up. The student at the front runs to the board and taps the correct time in the grid that matches the center image. Students rotate after each round, and the activity continues until the game is completed.)

Say goodbye to the class and end the lesson.



## Do you ~ him?



A: This is ~.  
Do you know him?  
(Do you know her?)

B: Yes, I do. He / She is ~.  
I study about him in my Social Study class.  
(I study about her in my Social Study class.)

### Role Play!

1.  Newton	2.  Shakespeare	3.  Queen Elizabeth
4.  Helen Keller	5.  Einstein	6.  Himiko



## I ~ him.

A: Do you know who this is?

B: Yes, I do. I know [him / her].  
He / She ~



### Role Play!

1.  Doraemon	2.  Nobita's father	3.  Gian
4.  Shizuka	5.  Suneo	6.  Nobita's mother
7.  Dorami	8.  Nobita	

Doraemon  
Nobita's father  
Gian  
Shizuka  
Suneo  
Nobita's mother  
Dorami  
Nobita

# Level 1

I am ~ing ~.

## Lesson 1-23

### Grammar Point

A: Are you ~ing ~?  
B: Yes, I am. **I am ~ing ~.**  
(No, I'm not. **I'm not ~ing ~.**)

### Vocabulary


reading a book	studying English
using a computer	swimming in the pool
eating lunch	listening to music
taking pictures	
walking his dog	
playing her guitar	

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “I am ~ing ~.” and “What is he/she ~ing?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

What is he/she ~ing?

### Grammar Point

A: Do you see [name] in the park?  
B: Yes, I do.  
A: **What is he/she doing?**  
B: He/She is ~ing ~.

### Vocabulary

read  
play  
ride  
eat  
swim  
walk



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, write their partner's answers, and then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “I am ~ing ~.”

Students play the Pick Drag game in six groups, with up to eight members per group. For each question, one member from each group stands up. The NET displays an image and reads a sentence with a blank. The student who knows the answer raises their hand to respond. If the student answers correctly by saying the complete sentence, the group earns a point. The group with the most points at the end of the game wins.

Say goodbye to the class and end the lesson.



## I am ~ing ~.

A: Are you ~ing ~?

B: Yes, I am. I am ~ing ~.  
(No, I'm not. I'm not ~ing ~.)

Role Play!

Remember to add "~ing".

Are you ~?

I am ~



reading a book



using a computer



eating lunch

Is he / she ~?

He / She is ~



taking pictures



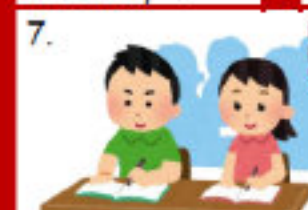
walking his dog



playing her guitar

Are they ~?

They are ~



studying English



swimming in the pool



listening to music

play

ing

us

ing

swimm

ing

Write your partner's answer, "O" or "X".

1.	2.	3.	4.	5.	6.	7.	8.	9.



## What is he/she ~ing?

A: Do you see [name] in the park?

B: Yes, I do.

A: What is he/she doing?

B: He/She is ~ing ~.

Role Play!

Ask 5 different questions.



read | play | ride | eat | swim | walk

Write your partner's answer.

1	2	3	4	5




# Level 1


Don't ~! Do ~!


## Lesson 1-24


**Grammar Point**  
  
A: Don't ~.  
(Clean the classroom.)  
  
B: Yes, teacher. Sorry.  
(I will ~ now.)

**Vocabulary**  
  
run in the hallway  
clean the classroom  
eat your lunch  
touch that  
sleep in class  
do the assignment

**Prep Time**  
  
20 - 30 min

**PaperType**  
  
B4

**Class Time**  
  
40 - 50 min

**Difficulty**  
  
Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “Don’t ~! Don ~!” and “School Rules: Do and Don’t”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

School Rules: Do and Don't

**Vocabulary**  
  
clean the classroom  
listen to my teacher  
copy my friend's homework  
sleep in class  
wear my school uniform  
be noisy in class  
be nice to my classmate  
run in the hallway



### Activity 2

Next, students practice reading the vocabulary aloud together with the NET.

The JTE instructs students to complete the practice exercise by writing the ‘Do’ and ‘Don’t’ school rules. Using the PowerPoint of Spin the Wheel (if the NET has access to an editable version to input students’ names), the NET clicks or taps ‘Spin.’ When the arrow lands on a student’s name, the student stands up and says the school rule using ‘Do’ or ‘Don’t.’ This continues until the end of the exercise.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “Don’t ~! Do ~!”

Students download or receive a link on their school tablets to play the digital Scramble Sentence game. For each screen, an image is shown and students unscramble the words to form a correct sentence. When the sentence is correct, the next screen appears. This continues until all sentences are completed.

Say goodbye to the class and end the lesson.



## Don't ~! Do ~!

A: Don't ~.  
(Clean the classroom.)

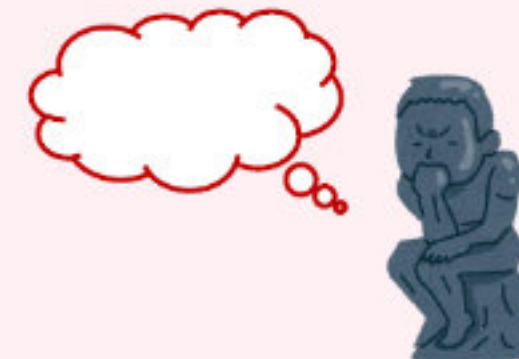
B: Yes, teacher. Sorry.  
(I will ~ now.)

### Role Play!

1.  Run in the hallway	2.  clean the classroom
3.  eat your lunch	4.  touch that
5.  sleep in class	6.  do the assignment



## School Rules: Do and Don't



### Practice!

Write your answer.

Do:	Don't:
1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

### Example Phrases

clean the classroom | listen to my teacher | copy my friend's homework  
sleep in class | wear my school uniform | be noisy in class  
be nice to my classmate | run in the hallway

# Level 1

I'm looking for ~.

Where are they? They are ~.

## Lesson 1-25


### Grammar Point

A: Excuse me.  
**I'm looking for** Kocho Sensei's house.  
B: Pardon me?  
A: Kocho Sensei's house.  
B: Ok. **Go down** this street.  
**Turn left** at that corner. It's on the left.

### Vocabulary

Go down this street.  
~ at that corner.  
Turn right/left.  
~ on the right/left.  
~ at the  
1st traffic light.

Prep Time



20 - 30 min

PaperType



B4

Class Time



40 - 50 min

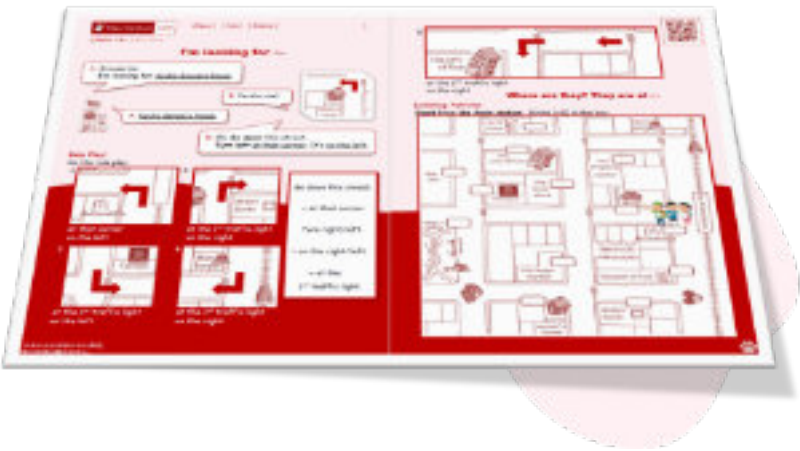
Difficulty



Easy

### Vocabulary

city office  
shopping center  
bookstore  
train station  
supermarket  
post office  
house



## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “I’m looking for ~.” and “Where are they? They are ~.”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

### Activity 2

Next, students practice reading the vocabulary aloud together with the NET.

In this listening activity, the JTE instructs students to start from the Train Station while the NET reads directions to each destination. Students listen carefully and mark ‘1’ in the box next to the image of the correct place for all 10 destinations.

To check answers, the NET uses the Spin the Wheel PowerPoint (if an editable version is available to input students’ names) and clicks or taps ‘Spin.’ When the arrow lands on a student’s name, the student stands up and says, ‘#1 They are at ~.’ This continues until all items have been checked

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “I’m looking for ~.”

Students play the Quiz Questions game in six groups, with up to eight members per group. For each image and question, one member from each group stands up. The NET reads the question, and the student who knows the answer raises their hand to respond. If the answer is correct, the group earns a point. The group with the most points at the end wins the game.

Say goodbye to the class and end the lesson.



## I'm looking for ~.

A: Excuse me.  
I'm looking for Kocho Sensei's house.

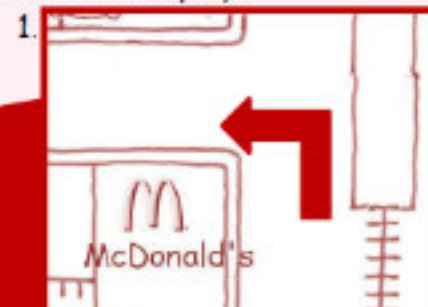
B: Pardon me?

A: Kocho Sensei's house.

B: Ok. Go down this street.  
Turn left at that corner. It's on the left.



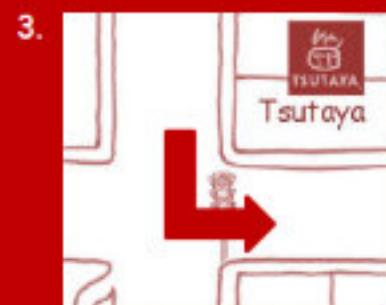
**Role Play!**  
Do the role play.



at that corner  
on the left



at the 1<sup>st</sup> traffic light  
on the right



at the 1<sup>st</sup> traffic light  
on the left



at the 1<sup>st</sup> traffic light  
on the right

Go down this street.

~ at that corner.

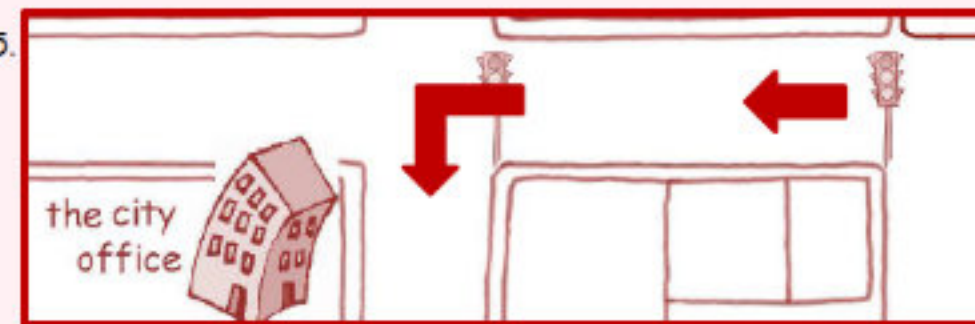
Turn right/left.

~ on the right/left.

~ at the  
1<sup>st</sup> traffic light.



5.

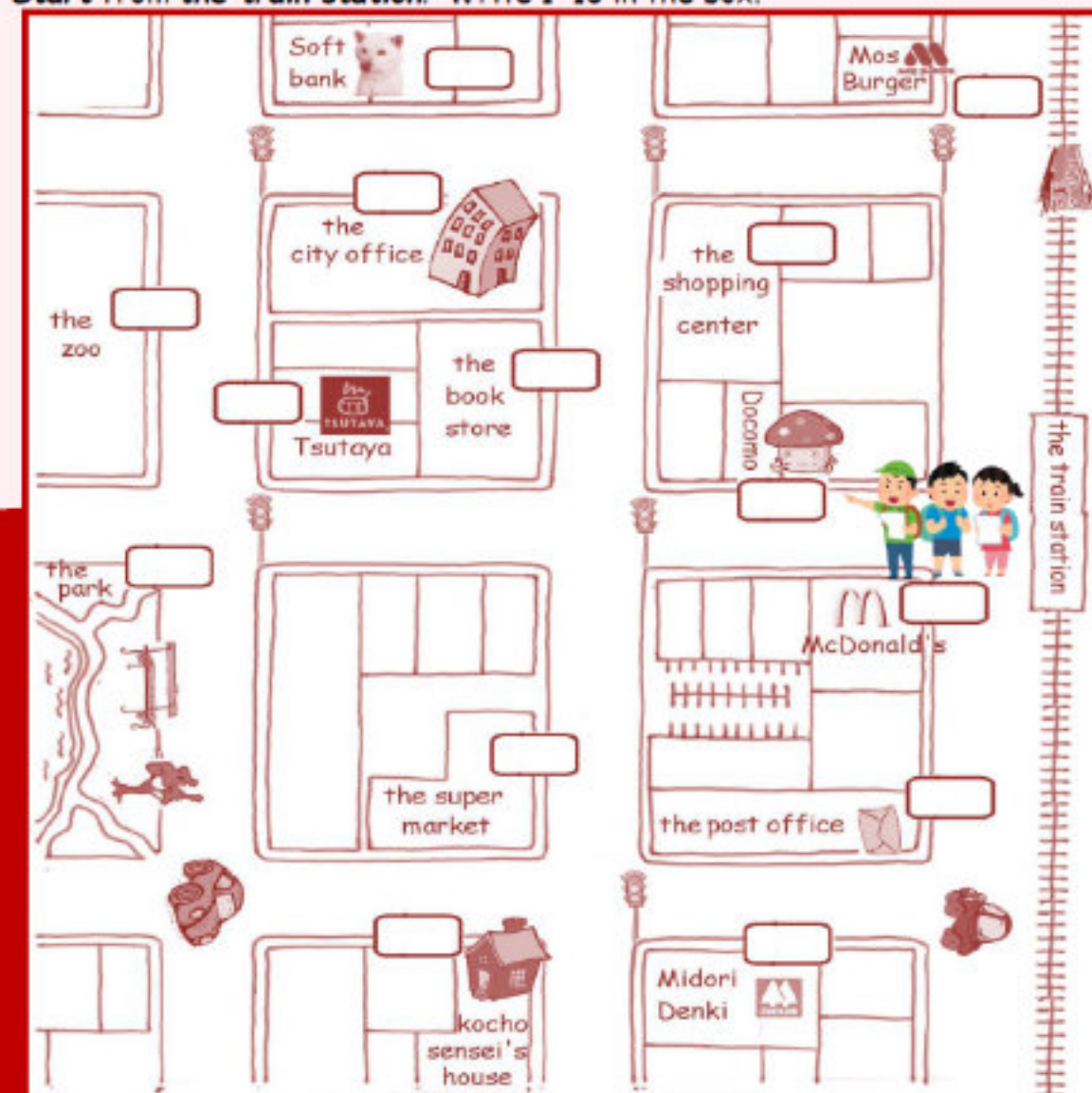


at the 2<sup>nd</sup> traffic light  
on the right

**Where are they? They are at ~.**

**Listening Activity!**

Start from the train station. Write 1~10 in the box.





# Level 1

I can see ~.

## Lesson 1-26


### Grammar Point

A: Do you see any animals?  
B: Yes, I do.  
A: What can you see?  
B: I **can see** a(n)~.

### Vocabulary


monkey  
horse  
elephant  
cat  
mouse  
dog

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “I can see ~.” and “Can you read this?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, the JTE instructs students to choose three items. Students then pair up to decide who will be A and who will be B, role-play the dialogue with their partner, write down their partner’s answers, and then switch roles

### Grammar Point

A: **Can you** read this?  
B: **Yes, I can.** It means ~.

### Vocabulary

sun	water
mountain	fish
tree	bird
rock	river



### Activity 2

The JTE and NET perform a model dialogue for the students to watch.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

The JTE then instructs students to choose five items and participate in a classroom role-play activity, asking each other questions and writing down their classmates’ answers.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “I can see ~.”

Students play the Pick Drag game in six groups, with up to eight members per group. For each question, one member from each group stands up. The NET displays an image and reads a sentence with a blank. The student who knows the answer raises their hand to respond. If the student answers correctly by saying the complete sentence, the group earns a point. The group with the most points at the end of the game wins.

Say goodbye to the class and end the lesson.



## I can see ~.

A: Do you see any animals?

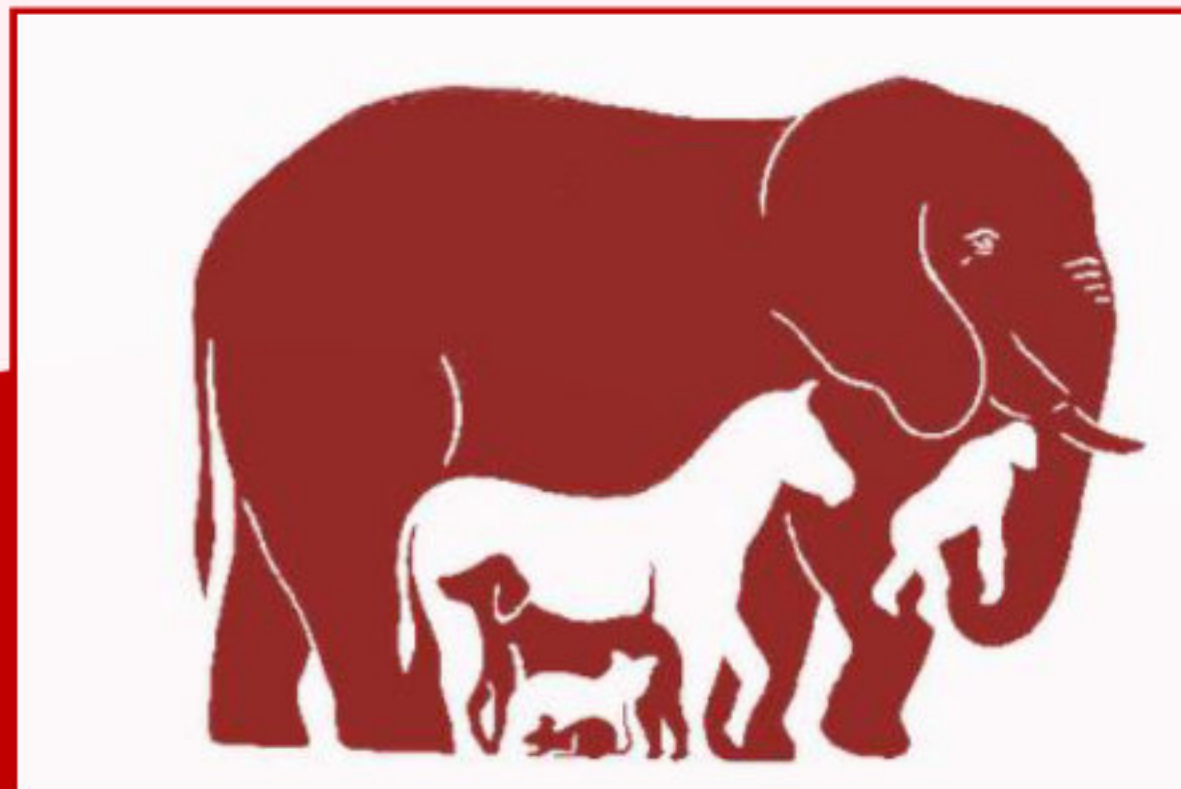
B: Yes, I do.

A: What can you see?

B: I can see a(n)~.



Role Play!  
Choose 3 animals.



monkey | horse | elephant | cat | mouse | dog

Write your partners' answer.

1	2	3

## Can you read this?

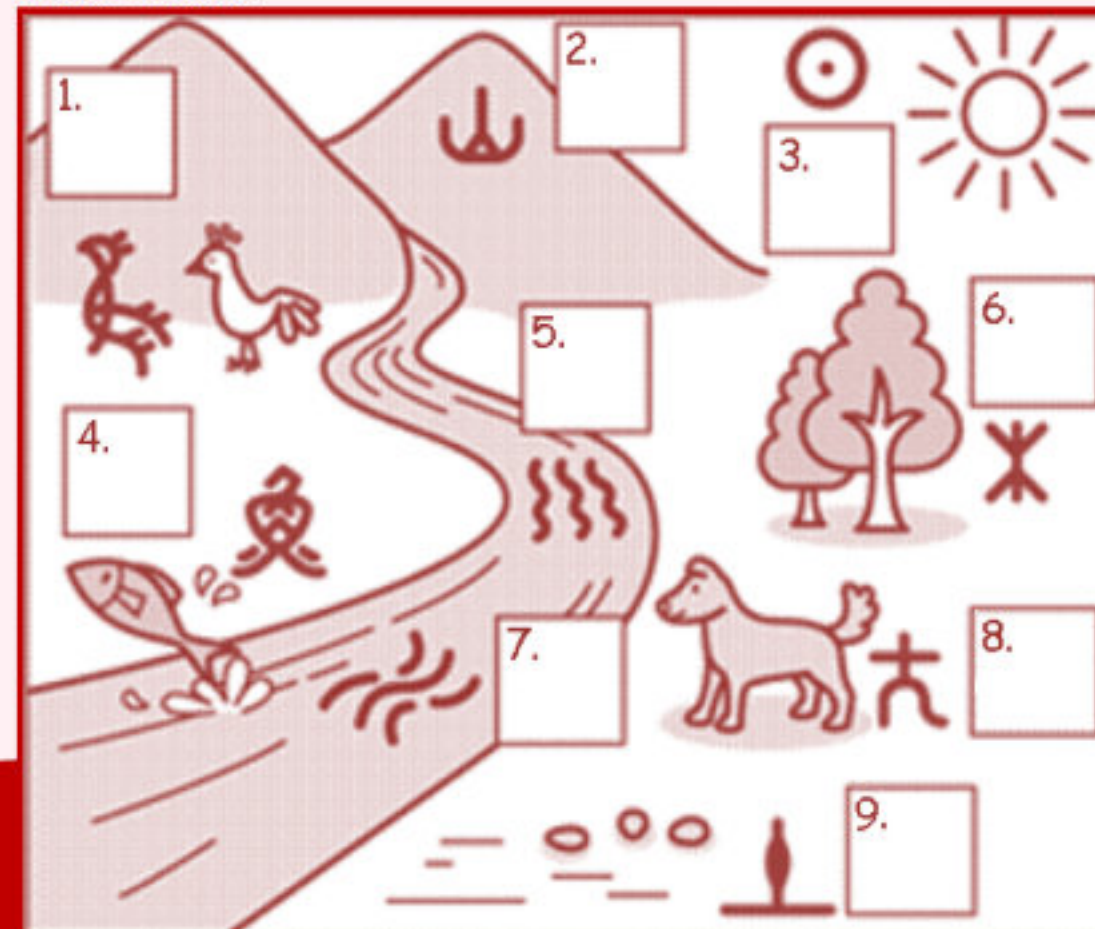


A: Can you read this?

B: Yes, I can. It means ~.



Role Play!  
Choose 5 words.



(a) sun (b) mountain (c) tree (d) rock

(e) water (f) fish (g) bird (h) river (i) dog

Write your classmates' answer.

1	2	3	4	5



# Level 1

When can ~?

## Lesson 1-27


### Grammar Point

A: **When can** I ~?  
B: You can ~ in [season].

### Vocabulary


eat a watermelon  
eat nabe  
go swimming  
see the cherry blossoms  
go skiing  
do rice planting  
see the fireworks  
get tsukimi burger

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “When can ~?” and “When can we ~?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The NET displays a picture on the projector screen. The JTE and NET perform a model dialogue for the students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up and decide who will be A and who will be B. They role-play the dialogue with their partner, then switch roles.

When can we ~?

### Grammar Point

A: **When can we** eat a ~?  
B: I can ~ in [season].  
A: Yes, I do.  
(No, I don't.)  
B: Do you like [food] ~?

### Vocabulary

fall  
winter  
spring  
summer



### Activity 2

The JTE instructs students to draw seasonal foods for fall, winter, spring, and summer.

Next, the JTE and NET perform a model dialogue for students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up, decide who will be A and who will be B, role-play the dialogue with their partner, write down their partner’s answers, and then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “When can ~?”

Students download or receive a link on their school tablets to play the digital Scramble Sentence game. For each screen, an image is shown and students unscramble the words to form a correct sentence. When the sentence is correct, the next screen appears. This continues until all sentences are completed.

Say goodbye to the class and end the lesson.



## When can ~?

A: When can I ~?

B: You can ~ in [season].



### Role Play!

1.  eat a watermelon	2.  eat nabe
3.  go swimming	4.  see the cherry blossoms
5.  go skiing	6.  do rice planting
7.  see the fireworks	8.  get tsukimi burger

Spring	Summer	Fall	Winter
--------	--------	------	--------



## When can we ~?

A: When can we eat a ~?

B: I can ~ in [season].  
It is the best time to enjoy it!

A: Yes, I do.  
(No, I don't.)

B: Do you like [food] ~?



### Role Play!

Draw your own food.

In fall

In winter

In spring

In summer

Write your partner's answer

1	2	3	4

# Level 1

I ~ed ~ yesterday.

## Lesson 1-28


### Grammar Point

A or B: Shima cleaned my room **yesterday**.

### Vocabulary


soccer	very hard
iPad	pictures
room	songs
TV	books
dog	

Prep Time




20 - 30 min

PaperType




B4

Class Time



40 - 50 min

Difficulty



Easy

## Content

### Introduction

The Japanese Teacher of English (JTE) and the Native English Teacher (NET) greet the students.

The JTE gives a brief review of the lesson taught the previous day. Together with the NET, the students then move on to the conversation section of the lesson.

The NET begins with a warm-up activity. Go to:

<https://en.eigoganbare.com/warm-up>.

Using the Teacher Tool, upload the vocabulary for the themes “I ~ed ~ yesterday.” and “Did you ~ yesterday?”. Follow the online instructions to play Word Scramble, Word Match, and Word Bingo with the students.

After the warm-up, the JTE introduces the grammatical target point to the class.

<https://en.eigoganbare.com/english-level-1>

### Activity 1

The JTE briefly explains how to form the past tense by adding ‘-ed,’ ‘-ied,’ or using irregular past tense verbs. Students are then instructed to complete #1 to #9 using the correct past tense forms.

The NET displays a sample tic-tac-toe board on the projector, and the JTE and NET demonstrate the activity while modeling the target sentence.

Next, students practice reading the vocabulary aloud together with the NET.

Students then work in pairs and play janken (rock, paper, scissors) to decide the order of play. On each turn, a student produces the target sentence correctly and marks a space on the tic-tac-toe grid. Partners take turns until one student completes a line of three marks and wins the game.

Did you ~ yesterday?

### Grammar Point

A: **Did you ~ ?**  
B: **Yes, I did.** I ~ed ~.  
**(No, I didn’t.** I didn’t ~.)

### Vocabulary

this room	a letter
some photos	table tennis
the fireworks	to music
the piano	shopping
a painting	



### Activity 2

The JTE instructs students to write the past tense verbs for #1 to #9.

Next, the JTE and NET perform a model dialogue for students to observe.

Students then practice the dialogue twice with the NET, followed by reading the vocabulary aloud together.

After that, students pair up, decide who will be A and who will be B, role-play the dialogue with their partner, record their partner’s answers, and then switch roles.

### Activity 3

The NET begins the digital activities on:

<https://en.eigoganbare.com/digital-activity-01>

NET select the digital activity for “I’d ~ed ~ yesterday.”

Students download or receive a link on their school tablets to play the tic-tac-toe game again in a digital format. (If the NET has access to an editable PowerPoint, the images on the slides can be changed from those used in the worksheet to provide variety and maintain student interest.)

Say goodbye to the class and end the lesson.



## I ~ed ~ yesterday.



A or B: Shima cleaned my room yesterday.

### Activity!

Add "ed". Then, play tic-tac-toe.

1. I  play <input type="text"/> soccer	2. You  use <input type="text"/> a iPad	3. We  clean <input type="text"/> thier room
4. They  watch <input type="text"/> TV	5. He  walk <input type="text"/> his dog	6. She  stud <input type="text"/> very hard
7. He  t <input type="text"/> k pictures	8. He  s <input type="text"/> ng songs	9. She  r <input type="text"/> d books

play

ed

study

ied

\*take

took

## Did you ~ yesterday?



A: Did you ~ ?




B: Yes, I did. I ~ed ~.  
(No, I didn't. I didn't ~.)



### Role Play!

Write the answer.

### Did you ~ yesterday?

1. this room  clean <input type="text"/>	2. some photos  take <input type="text"/>	3. the fireworks  see <input type="text"/>
---	--	---

### Did he / she ~ last week?

4. the piano  play <input type="text"/>	5. a painting  paint <input type="text"/>	6. a letter  write <input type="text"/>
--	--	--

### Did they ~ last weekend?

7. table tennis  practice <input type="text"/>	8. to music  listen <input type="text"/>	9. shopping  go <input type="text"/>
---	---	---

\* went \*saw \*wrote

Write your partner's answer.

1.	2.	3.	4.	5.	6.	7.	8.	9.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

